DOCUMENT RESUME

ED 334 164 SP 033 135

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TITLE	Advances in Teacher Education. Volume 4.
REPORT NO	ISBN-89391-564-5; ISSN-0748-0067
PUB DATE	91
NOTE	184p.
AVAILABLE FROM	Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 ($29.00).
PUB TYPE	Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Beginning Teacher Induction; Collegiality; Educational Innovation; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Program Improvement; *Schools of Education; *Student Teachers; *Teacher Education Programs; Teacher Educator Education; Teaching (Occupation)

ABSTRACT

This book contributes 8 chapters on issues related to the general movement in the United States to reform teacher education: "Teacher Education at the Crossroads" (Thomas J. Lasley and Joseph Watras) details some areas of difficulty in achieving reform; "Teacher Preparation in the Normal School" (R. S. Patterson) describes and analyzes the role of the normal schools in training teachers in Alberta, Canada; "A Plight of Teacher Educators: Clinical Mentalities in a Scientific Culture" (James Raths, Amy McAninch, and Lilian Katz) addresses the problems of teacher-educators in terms of the conflict between the scientific culture, the wider university, and the clinical culture of practitioners; "Teacher Planning, Collegiality, and the Education of Teachers: A Developmental Integration of Research-validated Knowledge with Practice" (Peter P. Grimmett) explores ways that teacher-educators might utilize research on teaching in preservice education; "A Teacher Education Paradigm To Empower Teachers and Students" (Patricia Ashton) suggests that beginning teachers be encouraged to become innovative; "The Beginning Teacher as Theory Maker: Meanings for Teacher Education" (Patricia M. Copa) examines research on experiences of beginning teachers and offers an alternative way of understanding this critical point in teachers' careers; "Issues in Teaching Practice Supervision Research: A Review of the Literature" (Deanne Boydell) contributes a review of research on supervision of student teaching; "A Framework for Designing Field Experiences: A Jamaican Study" (Hyacinth L. Evans) addresses complex issues in the provision of field experiences. (LL)

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